

HUSKY POWER PROGRAM REPORT 2016-2017



GET ACTIVE!

CHANGE THE GAME!



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2016-2017

ANNUAL REPORT

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*Get Active!
Change the Game!*

Program Overview

Husky Power, in its first year of structured lessons, has been used to serve the needs of 7th and 8th grade girls at Wish Elementary School. Our primary focus is on the use of sport and physical activity to develop leadership skills and emotional intelligence. While we as leaders develop the programming, we have given the girls the opportunity to take ownership of the program. In creating their own expectations and selecting preferred physical activities, their voices have been present throughout program development.

SCOPE

In the developmental phase of Husky Power, Husky Sport Graduate Assistants researched the best practices in Sport Based Youth Development for young girls and observed the girls at Wish School. With research in mind and as the program began to take shape, girls in 7th and 8th grades were informed about the program goals then given the opportunity to self-select into the program. In collaboration with the school's teachers and administration, a weekly schedule was developed for girls to attend program twice a week.



SAMPLE DAILY LESSON

Activity	Time
Transition In: Deep belly breathing	1 minute
Mental Warm-up: How Will I Know You? <ol style="list-style-type: none"> 1. Facilitator gives the scenario - A complete stranger just called you on your cell phone and said, "I have a \$3,000 check that I'm going to deliver to you during morning group tomorrow. Since I don't know you at all, how will I recognize you?" 2. Each person must answer that question in relation to the other members of the group, sharing something that makes them a distinct individual in the group 	10 minutes
Physical Warm-up: Calisthenics & Stretches <ul style="list-style-type: none"> • Options: jog in place, jumping jacks, butt kicks, side shuffle, knee pull, quad pull, scoops, swimmer arms, arm circles 	5 minutes
Activity: Balance Training <ul style="list-style-type: none"> • Mum ball: Participants stand in a circle and throw a ball to each other in complete silence. Participant is out if she talks or fails to catch the ball. To challenge balance, the following modifications will be made: single leg stance, eyes closed during catch, catching with non-dominant hand • Ninja: In a circle, participants in turn attempt to strike the arm of their neighbor in a single fluid motion. The opposing player must avoid the strike. Player is out if struck. • Beam relay: Participants will walk along a tape line, and attempt to remain balanced. Variations will include relevé, turns, and high leg step. 	25 minutes
Transition out: Yoga/Stretching	5 minutes
Journal Reflection: <ul style="list-style-type: none"> • Question: What do you do when you're upset? How do you calm yourself down? 	15 minutes

DATA

*Husky Power relies on **4 core expectations** in each of their classroom visits, these expectations were co-constructed with students:*

- Be Engaged
- No Drama
- Respect Everyone
- Have Fun

4 Seventh and eighth grade classes have access to Husky Power

2 Program Leaders leading the development and delivery of lesson plans

7 Healthy tastings students can share with their friends and families

12 Seventh & eighth grade students in Husky Power

36

Classroom visits over the course of the year

32

Featured athletes of color who identify as women

16

Opportunities for structured reflection

1,920+

Minutes of intentional leadership development through a sport this year

KEY TAKEAWAYS

- After completing our first year, we recognize the need to create programming centered on the students' interests to ensure their continued engagement.
- Frequent communication with school staff members is essential for running a smooth program.
- Creating a space that fosters open communication amongst all partners will lead to a more inclusive and welcoming environment and help to better translate program benefits into the classroom.



LOOKING AHEAD

Heading into 2017-2018, we hope to:

- Continue to establish a strong relationship with school staff members and administration in order to establish a schedule that works best with in-school demands.
- Establish consistent communication with teachers and staff.
- Solidify curriculum specific goals and match them with the wants and needs of participants.
- Expand physical activity offerings.

